DOCUMENT RESUME

ED 193 360 UD 020 662

TITLE High School Staff Attitudes Toward Desegregation--Second Survey, May 1978.
INSTITUTION Detroit Public Schools, Mich. Dept. of Research and Evaluation.
PUB DATE Mar 79
NOTE 44p.; For related documents see UD 020 653-655, UD 020 657, and UD 020 659-660.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Attitude Measures; Busing; *Desegregation Effects; Discipline; High Schools; Questionnaires; Racial Relations; School Counseling; *School Desegregation; Student Teacher Relationship; *Teacher Attitudes; Teacher Morale; Teacher Response
IDENTIFIERS *Michigan (Detroit)

ABSTRACT

A questionnaire was administered to samples of staff from 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distribution of responses to the questionnaire items for which major findings were reported. (MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193360

HIGH SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION—

SECOND SURVEY, MAY 1978

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

March 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

a. Jefferson
Detroit Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CJ020662

HIGH SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION--
SECOND SURVEY, MAY 1978

Highlights of the Report

1. When asked "Over the long run, how effective do you think desegregation will be in improving the quality of education in Detroit schools?", 80 percent of all high school staff responded "Quite ineffective" or "Very ineffective." In the 1977 survey 83 percent responded similarly. (Question 7)

2. When asked how students were achieving academically compared to the previous year, 14 percent of all staff said "Better," 41 percent--"Same," and 46 percent--"Worse." In the 1977 survey 54 percent said "Worse." (Question 10)

3. When asked to compare present student racial relations with those of the previous year, 43 percent of all staff said "Better," 54 percent--"Same," and only four percent--"Worse." In the 1977 survey only 25 percent said "Better" and 12 percent said "Worse." (Question 11)

4. When asked how they felt about the ability of teachers to work with students of all races, 80 percent of all staff replied "Quite..." or "Very satisfied," up 10 percent from the 1977 survey. (Question 19)

5. In reply to "Are teachers of different races learning to work well together?", 72 percent of all staff said "Yes," up seven percent from the 1977 survey. (Question 30)

6. When asked how they felt about staff morale at their school, 66 percent of all staff responded "Quite..." or "Very dissatisfied," six percent more than were dissatisfied in the 1977 survey. (Question 20)

7. When asked how they felt about the application of the Student Code of Conduct at their school, 42 percent of all staff replied "Quite..." or "Very satisfied," up eight percent from 1977 results. (Question 21)

8. Satisfaction with their school's guidance and counseling services was indicated by 41 percent of all high school staff while 59 percent said they were dissatisfied. This question was not in the 1977 survey. (Question 23)

9. Black staff were somewhat more likely than white staff to judge that desegregation will improve the quality of education; that student achievement, racial relations and behavior had improved over the previous year; and that application of the Student Conduct Code and guidance and counseling services were satisfactory.

Research and Evaluation Department
March 1979

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design provided for a continuing study of the impact of desegregation on attitudes of students, staff and parents, and on pupil achievements.

The evaluation of attitudes was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total or 72 schools. Results of the questionnaire studies were reported in a series of seven reports issued in the first four months of 1978 under the following titles:

Grade 7 Student Questionnaire Study--Major Findings
Grade 10 Student Questionnaire Study--Major Findings
Elementary School Staff Questionnaire Study--Major Findings
Middle School Staff Questionnaire Study--Major Findings
High School Staff Questionnaire Study--Major Findings
Elementary School Parent Questionnaire Study--Major Findings
Middle School Parent Questionnaire Study--Major Findings

Results of a first study of pupil achievements are described in a report, issued in June 1978, entitled "Reading Achievements of Desegregated School Pupils Who Attended Segregated Schools Before Pupil Reassignments."

The questionnaire survey of student, staff and parent attitudes was repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the initial survey.

The sample schools for the second (May 1978) attitude survey were selected, (as in the initial survey) in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Nearly all of the schools selected for participation in the second survey also participated in the initial survey. Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 and as of September 30, 1977. For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 percent to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g.,

"White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the number of sample schools by type and school level.

TABLE I

Distribution of Schools Selected for Participation in the Second Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senor HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 90% Black)	6	6	3	15
Total	38	22	11	71

This report on findings of the second survey of high school staff attitudes is the fifth of a series of seven reports on results of the student, staff and parent questionnaires administered in May 1978.

The first four reports, issued in January and March 1979, were entitled:

Grade 7 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Grade 10 Student Attitudes Toward Desegregation--
Second Survey, May 1978

Elementary School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

Middle School Staff Attitudes Toward Desegregation--
Second Survey, May 1978

The Second Survey of High School Staff Attitudes

Description of the Study

The staff questionnaire was developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The questionnaire used for the second survey (May 1978) included most of the items in the one used for the first (May 1977) survey, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the Black-Black schools with more than 90 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in late May 1978 to samples of staff in all 11 high schools in the desegregation evaluation sample, as well as to samples of staff in all of the sample elementary and middle schools. The staff sample for each high school included the principal and randomly selected professionals from the latest available class report. The total high school staff sample provided representation of teachers in all curriculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 415 high school staff sample members. Of these, 230 (55 percent) returned completed questionnaires.

The 11 sample high schools represented five types of schools with respect to desegregation status before and after January 1976 pupil reassignments. (The classification of schools by type is explained above in the Introduction.) The distribution of the sample was as follows:

Type of School	Number of Schools	Numbers of Staff Members		
		Black	White	Total
Deseg-Deseg	1	7	13	20
Deseg-Black	1	4	24	28
White-Black	3	32	44	76
Black-Black (< 80% Black Students)	3	24	39	63
Black-Black (> 90% Black Students)	3	22	21	43
Totals	11	89	141	230

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and among the different types of schools.

Major Findings

This report does not discuss results for all of the staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation.

The findings are grouped under subheadings indicating the areas of inquiry concerned. Many of the findings statements include comparisons between black and white staff responses and/or comparisons among the types of schools. All such comparisons noted are based on statistically significant differences The statements of findings describe major findings only for each question.

Complete tabulations of all response distribution data for each question and results of all tests for significance of differences are presented in an appendix to this report. In the appendix the "Types of Schools" are abbreviated as follows:

DD = Deseg - Deseg

DB = Deseg - Black

WB = White - Black

BB (< 80% B) = Black-Black with less than 80 percent black enrollment

BB (> 90% B) = Black-Black with more than 90 percent black enrollment

The major findings are as follows:

Desegregation and Busing

Question 6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

1	2	3	4
Very Ineffective	Quite ineffective	Quite effective	Very effective

Almost nine of ten (89 percent) of all high school staff respondents replied that busing was "Quite ineffective" or "Very ineffective," and only 11 percent felt that it was "Quite..." or "Very effective." White staff responded more negatively than black staff as 93 percent of all whites and 83 percent of all blacks rated busing "Quite..." or "Very ineffective" as a means of promoting equal educational opportunity. There were no significant differences in responses among types of schools.

Question 7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

1	2	3	4
Very ineffective	Quite ineffective	Quite effective	Very effective

Four out of five (80 percent) of all staff members judged that desegregation will be a "Quite..." or "Very ineffective" factor in improving the quality of education, and only 20 percent replied "Quite..." or "Very effective." By race, 67 percent of all black staff and 89 percent of all whites responded "Quite..." or Very ineffective." Differences among types of schools were not significant.

Question 25. What kind of school would you prefer to teach in?

1) All white students
2) Mostly white students
3) Half black students, half white students
4) Mostly black students
5) All black students

Seventy-two percent of all staff indicated a preference to teach in schools with "Half black students, half white students." Of all black staff, five percent preferred "Mostly..." or "All white students," 84 percent-- "Half black..., half white...," and 12 percent--"Mostly ..." or "All black students." Of all white staff, 30 percent preferred "Mostly..." or "All white students" 63 percent-- "Half black..., half white...," and eight percent-- "Mostly...," or "All black students." Although there were differences among the types of schools, in every type most of both black and white staff preferred racially balanced schools.

Student Achievement

Question 9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

1	2	3	4	5
Much lower	Lower	Same	Higher	Much higher

Of all respondents 47 percent regarded academic standards this year or "Lower" or "Much lower," 44 percent felt that they remained the "Same," and only nine percent responded that standards were "Higher" or "Much higher." A significantly

larger proportion (61 percent) of white staff members felt that academic standards were "Lower" or "Much lower" than of black staff members (25 percent). Significantly greater proportions of staff in White-Black and Deseg-Black schools believed that standards had deteriorated than of staff in any other type of schools.

Question 10. In general, how well do you think the students in your school are achieving academically this year, as compared with last year?

1	2	3	4	5
Much worse	Worse	Same	Better	Much better

Forty-six percent of the respondents replied "Worse" or "Much worse," 41 percent responded "Same," and only 14 percent replied "Better" or "Much better." White staff were much more likely to rate achievement as "Worse" or "Much worse" than were black staff. Staff at the White-Black schools were more likely to respond "Worse" or "Much worse" than were staff at any other type of school.

Student Racial Relations

Question 14. How would you rate interracial relations among students at your school this year?

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

Forty-two percent of all staff members responded "Good" or "Very good," 44 percent replied "Fair," and 14 percent responded "Poor" or "Very poor." Differences in responses of

black and white staff were not significant. A significantly larger proportion (60 percent) of respondents in Deseg-Deseg schools felt that interracial relations were "Good" or "Very good" than of respondents in other types of schools.

Question 11. How well are students of different races getting along at your school this year compared with last year?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

Of all respondents 43 percent felt that students were getting along "A little..." or "Much better," 54 percent believed that relations were "About the same," and only four percent responded "A little..." or "Much worse." Differences between black and white staff and among types of schools were not significant.

Question 13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

1	2	3	4	5
Much worse	A little worse	About the same	A little better	Much better

Approximately two thirds (68 percent) of the respondents answered that racial relations during the next year would remain "About the same," 27 percent predicted that relations would be "A little..." or "Much better," and only 5 percent replied "A little..." or "Much worse." Differences between black and white staff were not significant, nor were differences among types of schools.

Question 33. Do you feel that there are very tense relationships between black and white students in your school?

1) Yes 2) No

More than four out of five (82 percent) of the respondents replied "No," and only 18 percent answered "Yes." Differences between black and white staff responses were not significant, nor were differences among types of schools.

Staff-Student Relations

Question 12. How would you describe the treatment of black and white students at your school during this school year, in general?

1) Black students are treated better than white students.

2) White students are treated better than black students.

3) Black and white students are treated equally.

"Black and white students are treated equally" was the response of 80 percent of all black staff and 84 percent of all white staff. Nearly all of the remaining black staff replied that "White students are treated better...," while almost all of the remaining white staff said "Black students are treated better..." Differences among types of schools were not significant.

Question 19. How do you feel about the ability of teachers at your school to work with students of all races?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Four out of five (80 percent) of all staff members replied that they were "Quite satisfied" or "Very satisfied," whereas only 20 percent replied "Quite dissatisfied" or "Very dissatisfied." White staff were significantly more likely to indicate satisfaction than were black staff; 89 percent of all whites and 63 percent of all blacks responded "Quite..." or "Very satisfied." Staff at the White-Black schools were more likely to indicate dissatisfaction with ability of teachers to work with students of all races than were staff at any other type of schools.

Staff Relations

Question 30. Do you feel that teachers of different races in your school are learning to work well together since desegregation?

1) Yes 2) No

More than seven out of ten (72 percent) staff members believed that teachers of different races were learning to work well together since desegregation. Only 28 percent answered "No." There were no significant differences in responses between black and white staff or among types of schools.

Discipline

Question 17. How do you feel about the behavior of students in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Sixty-three percent of the staff members answered that they were "Quite..." or "Very dissatified" with student behavior, and 37 percent responded "Quite satisfied" or "Very satisfied." Differences between the responses of black staff and white staff were not significant, nor were differences among the types of schools.

Question 15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

1	2	3	4	5
Greatly increased	Increased	Remained the same	Decreased	Greatly decreased

Almost one half (47 percent) of the respondents replied that discipline problems had "Increased" or "Greatly increased," and only 19 percent replied "Decreased" or "Greatly decreased." Slightly over a third (35 percent) answered "Remained the same." Differences in responses between black and white staff were minimal. A substantially larger proportion (79 percent) of Deseg-Deseg school staff felt that disciplinary problems had "Increased" or "Greatly increased" than of staff members in other types of schools.

Question 29. Do you feel that there is a greater amount of fighting among students in your school than there was before desegregation?

1) Yes 2) No

Almost seven out of ten (69 percent) of the staff members responded "No," and approximately a third (31 percent) responded "Yes." Black and white staff perceptions differed somewhat as 79 percent of the black staff and 63 percent of the white staff indicated that there had not been an increase in fighting since desegregation. A "Yes" response (more fighting since desegregation) was more prevalent in the Deseg-Black and White-Black schools than in the other types of schools.

Question 18. How do you feel about the disciplinary policy of your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Approximately three out of five (59 percent) staff members responded "Quite dissatisfied" or "Very dissatisfied," whereas 41 percent replied that they were "Quite satisfied" or "Very satisfied" with their school's disciplinary policy. On the whole, differences between black and white staff responses were not significant. Staff members at the Deseg-Deseg school and the Black-Black schools with more than 90 percent black enrollment were more likely to indicate dissatisfaction than were staff at any other types of schools.

Question 21. How do you feel about the application of the Student Code of Conduct in your school.

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Fifty-eight percent of all staff members responded "Quite..." or Very dissatisfied," and 42 percent said "Quite..." or "Very satisfied." Dissatisfaction responses were more prevalent among white staff (62 percent) than among black staff (50 percent). Differences among types of schools were not significant.

Counseling and Guidance

Question 23. How do you feel about the adequacy of counseling and guidance service to students in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Almost three out of five (59 percent) of the staff members indicated that they were "Quite dissatisfied" or "Very dissatisfied" with the adequacy of counseling and guidance service, and 41 percent stated that they were "Quite satisfied" or "Very satisfied." Differences between black and white staff and among types of schools were not significant.

Co-curricular Activities

Question 22. How do you feel about the amount of opportunity for student participation in co-curricular activities at your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Two thirds (67 percent) of the respondents answered "Quite satisfied" or "Very satisfied," and one third (33 percent) replied "Quite dissatisfied" or "Very dissatisfied." Differences between black and white staff responses were not significant, nor were differences among types of schools.

Multi-ethnic Textbooks

Question 28. A number of schools have adoped multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

1	2	3	4	5
Very poor	Poor	Fair	Good	Excellent

Almost one half (48 percent) of the staff members replied "Fair" 31 percent replied "Good" or "Excellent," and 20 percent answered "Poor" or "Very Poor." Differences in responses according to race of respondents and among types of schools were minimal.

Staff Morale

Question 20. How do you feel about staff morale in your school?

1	2	3	4
Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied

Approximately two thirds (66 percent) of the respondents replied "Quite dissatisfied" or "Very dissatisfied," whereas only a third (34 percent) reported feeling "Quite satisfied" or "Very satisfied" with staff morale. White staff at White-Black schools were more likely to respond "Very dissatisfied" (50 percent gave this response) than were black or white staff at any other type of schools.

Question 24. In general, how would you describe your own experience at this school?

1	2	3	4	5
Very bad	Bad	So-so	Good	Very good

Two thirds (66 percent) of the respondents described their experiences in school as "Good" or "Very good." 25 percent answered "So-so," and nine percent replied "Bad" or "Very bad." There were no significant differences in responses between black and white staff members or among types of schools.

APPENDIX

In this appendix are presented the complete distributions of responses to all staff questionnaire items for which major findings have been reported, and results of all tests for significance of differences among subgroups of respondents.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
DD	B	33	33	33	0	(6)	
	W	46	39	15	0	(13)	NS
	Total	42	37	21	0	(19)	
DB	B	75	25	0	0	(4)	
	W	39	61	0	0	(23)	NS
	Total	44	56	0	0	(27)	
WB	B	36	42	23	0	(31)	
	W	48	46	7	0	(44)	NS
	Total	43	44	13	0	(75)	
BB (<80%B)	B	30	65	4	0	(23)	
	W	42	47	11	0	(38)	NS
	Total	38	54	8	0	(61)	
BB (>90%B)	B	15	65	20	0	(20)	
	W	65	30	5	0	(20)	**
	Total	40	48	13	0	(40)	
TOTALS	B	31	52	17	0	(84)	
	W	47	46	7	0	(138)	*
	Total	41	48	11	0	(222)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit Schools?

Type of School	Race	Percents of Responses: Very ineffective	Quite ineffective	Quite effective	Very effective	Total No. of Resps.	Signif.[1]
DD	B	0	67	33	0	(6)	
	W	39	46	15	0	(13)	NS
	Total	26	53	21	0	(19)	
DB	B	75	0	25	0	(4)	
	W	42	54	4	0	(24)	NS
	Total	46	46	7	0	(28)	
WB	B	28	38	28	6	(32)	
	W	46	43	11	0	(44)	NS
	Total	38	41	18	3	(76)	
BB (<80%B)	B	23	41	27	9	(22)	
	W	45	40	16	0	(38)	NS
	Total	37	40	20	3	(60)	
BB (>90%B)	B	23	46	18	14	(22)	
	W	42	47	5	5	(19)	NS
	Total	32	46	12	10	(41)	
TOTALS	B	26	41	26	8	(86)	
	W	44	45	11	1	(138)	**
	Total	37	43	17	4	(224)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

9. Do you think academic standards in your school <u>this year</u> are generally higher, lower, or the same as compared with a year ago?

Type of School	Race	Percents of Responses: Much lower	Lower	Same	Higher	Much higher	Total No. of Resps.	Signif.[1]
DD	B	0	17	83	0	0	(6)	
	W	8	54	31	8	0	(13)	NS
	Total	5	42	47	5	0	(19)	
DB	B	0	0	100	0	0	(3)	
	W	17	57	26	0	0	(23)	*
	Total	15	50	35	0	0	(26)	
WB	B	13	31	44	9	3	(32)	
	W	35	49	16	0	0	(43)	**
	Total	25	41	28	4	1	(75)	
BB (<80%B)	B	0	9	83	9	0	(23)	
	W	11	30	51	8	0	(37)	NS
	Total	7	22	63	8	0	(60)	
BB (>90%B)	B	5	14	46	32	5	(22)	
	W	5	30	55	10	0	(20)	NS
	Total	5	21	50	21	2	(42)	
TOTALS	B	6	19	59	14	2	(86)	
	W	18	43	35	4	0	(136)	**
	Total	14	33	44	8	1	(222)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

10. In general, how well do you think the students in your school are achieving academically this year, as compared with last year?

Type of School	Race	Percents of Responses: Much worse	Worse	Same	Better	Much better	Total No. of Resps.	Signif.[1]
DD	B	0	33	67	0	0	(6)	
	W	0	62	39	0	0	(13)	NS
	Total	0	53	47	0	0	(19)	
DB	B	0	0	100	0	0	(3)	
	W	8	58	33	0	0	(24)	NS
	Total	7	52	41	0	0	(27)	
WB	B	10	30	40	17	3	(30)	
	W	21	65	9	5	0	(43)	**
	Total	16	51	22	10	1	(73)	
BB (<80%B)	B	0	13	65	22	0	(23)	
	W	8	29	53	11	0	(38)	NS
	Total	5	23	57	15	0	(61)	
BB (>90%B)	B	5	9	50	36	0	(22)	
	W	0	40	40	20	0	(20)	NS
	Total	2	24	45	29	0	(42)	
TOTALS	B	5	19	54	21	1	(84)	
	W	10	50	33	7	0	(138)	**
	Total	8	38	41	13	1	(222)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

11. How well are students of different races getting along at your school <u>this year</u> compared with last year?

Type of School	Race	Percents of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
DD	B	0	0	100	0	0	(6)	
	W	0	8	67	17	8	(12)	NS
	Total	0	6	78	11	6	(18)	
DB	B	0	0	67	33	0	(3)	
	W	0	0	42	38	21	(24)	NS
	Total	0	0	44	37	19	(27)	
WB	B	0	3	44	38	16	(32)	
	W	0	5	52	36	7	(44)	NS
	Total	0	4	49	37	11	(76)	
BB (<80%B)	B	0	8	39	54	0	(13)	
	W	0	3	67	30	0	(30)	NS
	Total	0	5	58	37	0	(43)	
BB (>90%B)	B							
	W							
	Total							
TOTALS	B	0	4	50	37	9	(54)	
	W	0	4	56	33	8	(110)	NS
	Total	0	4	54	34	9	(164)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

12. How would you describe the treatment of black and white students at your school during <u>this</u> school year, in general?

Type of School	Race	Percents of Responses: Black students are treated better than white students	White students are treated better than black students	Black and white students are treated equally	Total No. of Resps.	Signif.[1]
DD	B	0	0	100	(7)	
	W	0	0	100	(13)	NS
	Total	0	0	100	(20)	
DB	B	0	25	75	(4)	
	W	4	0	96	(24)	*
	Total	4	4	93	(28)	
WB	B	3	21	76	(29)	
	W	26	2	71	(42)	*
	Total	17	10	73	(71)	
BB (<80%B)	B	0	20	80	(15)	
	W	16	0	84	(32)	*
	Total	11	6	83	(47)	
BB (>90%B)	B					
	W					
	Total					
TOTALS	B	2	18	80	(55)	
	W	15	1	84	(111)	**
	Total	11	7	83	(166)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Type of School	Race	Percents of Responses: Much worse	A little worse	About the same	A little better	Much better	Total No. of Resps.	Signif.[1]
DD	B	0	0	100	0	0	(6)	
	W	0	8	54	39	0	(13)	NS
	Total	0	5	68	26	0	(19)	
DB	B	0	0	75	25	0	(4)	
	W	0	4	54	42	0	(24)	NS
	Total	0	4	57	39	0	(28)	
WB	B	0	7	52	42	0	(31)	
	W	0	5	80	16	0	(44)	*
	Total	0	5	68	27	0	(75)	
BB (<80%B)	B	0	4	70	26	0	(23)	
	W	0	8	80	13	0	(39)	NS
	Total	0	7	76	18	0	(62)	
BB (>90%B)	B	0	5	59	36	0	(22)	
	W	0	0	65	35	0	(20)	NS
	Total	0	2	62	36	0	(42)	
TOTALS	B	0	5	63	33	0	(86)	
	W	0	5	71	24	0	(140)	NS
	Total	0	5	68	27	0	(226)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

14. How would you rate interracial relations among students at your school this year?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Very good	Total No. of Resps.	Signif.[1]
DD	B	0	0	29	71	0	(7)	
	W	0	0	46	23	31	(13)	NS
	Total	0	0	40	40	20	(20)	
DB	B	25	0	75	0	0	(4)	
	W	0	0	71	25	4	(24)	NS
	Total	4	0	71	21	4	(28)	
WB	B	0	13	41	41	6	(32)	
	W	7	18	46	27	2	(44)	NS
	Total	4	16	43	33	4	(76)	
BB (<80%B)	B	0	7	20	60	13	(15)	
	W	3	20	37	37	3	(30)	NS
	Total	2	16	31	44	7	(45)	
BB (>90%B)	B							
	W							
	Total							
TOTALS	B	2	9	36	47	7	(58)	
	W	4	13	49	29	6	(111)	NS
	Total	3	11	44	35	7	(169)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .05 level.

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Type of School	Race	Percents of Responses: Greatly increased	Increased	Remained the same	Decreased	Greatly decreased	Total No. of Resps.	Signif.[1]
DD	B	17	67	17	0	0	(6)	
	W	8	69	15	8	0	(13)	NS
	Total	11	68	16	5	0	(19)	
DB	B	33	0	0	67	0	(3)	
	W	4	38	38	21	0	(24)	NS
	Total	7	33	33	26	0	(27)	
WB	B	0	50	20	27	3	(30)	
	W	14	54	19	14	0	(43)	NS
	Total	8	52	19	19	1	(73)	
BB (<80%B)	B	21	17	54	8	0	(24)	
	W	8	22	57	14	0	(37)	NS
	Total	13	20	56	12	0	(61)	
BB (>90%B)	B	0	19	43	29	10	(21)	
	W	5	35	40	20	0	(20)	NS
	Total	2	27	42	24	5	(41)	
TOTALS	B	8	32	35	21	4	(84)	
	W	9	41	35	15	0	(137)	NS
	Total	9	38	35	18	1	(221)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	Total No. of Resps.	Signif.[1]
DD	B	14	57	29	0	(7)	
	W	15	46	39	0	(13)	NS
	Total	15	50	35	0	(20)	
DB	B	25	50	25	0	(4)	
	W	4	54	42	0	(24)	NS
	Total	7	54	39	0	(28)	
WB	B	3	53	44	0	(32)	
	W	32	48	21	0	(44)	**
	Total	20	50	30	0	(76)	
BB (<80%B)	B	25	33	38	4	(24)	
	W	15	44	33	8	(39)	NS
	Total	19	40	35	6	(63)	
BB (>90%B)	B	9	50	32	9	(22)	
	W	14	48	38	0	(21)	NS
	Total	12	49	35	5	(43)	
TOTALS	B	12	47	37	3	(89)	
	W	18	48	32	2	(141)	NS
	Total	16	47	34	3	(230)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
DD	B	43	29	29	0	(7)	
	W	23	62	15	0	(13)	NS
	Total	30	50	20	0	(20)	
DB	B	25	50	25	0	(4)	
	W	13	21	67	0	(24)	NS
	Total	14	25	61	0	(28)	
WB	B	0	28	59	13	(32)	
	W	25	48	25	2	(44)	**
	Total	15	40	40	7	(76)	
BB (<80%B)	B	22	44	26	9	(23)	
	W	11	40	47	3	(38)	NS
	Total	15	41	39	5	(61)	
BB (>90%B)	B	24	57	10	10	(21)	
	W	29	43	24	5	(21)	NS
	Total	26	50	17	7	(42)	
TOTALS	B	16	40	35	9	(87)	
	W	19	41	37	2	(140)	NS
	Total	18	41	36	5	(227)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .05 level.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
DD	B	0	14	43	43	(7)	
	W	0	8	54	39	(13)	NS
	Total	0	10	50	40	(20)	
DB	B	0	50	50	0	(4)	
	W	0	13	83	4	(24)	NS
	Total	0	18	79	4	(28)	
WB	B	7	42	45	7	(31)	
	W	0	16	71	14	(44)	*
	Total	3	27	60	11	(75)	
BB (<80%B)	B	0	22	56	22	(18)	
	W	3	0	73	23	(30)	*
	Total	2	8	67	23	(48)	
BB (>90%B)	B						
	W						
	Total						
TOTALS	B	3	33	48	15	(60)	
	W	1	10	72	17	(111)	**
	Total	2	18	64	16	(171)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	Total No. of Resps.	Signif.[1]
DD	B	29	29	29	14	(7)	
	W	31	23	39	8	(13)	NS
	Total	30	25	35	10	(20)	
DB	B	25	75	0	0	(4)	
	W	21	42	38	0	(24)	NS
	Total	21	46	32	0	(28)	
WB	B	10	61	29	0	(31)	
	W	50	27	23	0	(44)	**
	Total	33	41	25	0	(75)	
BB (<80%B)	B	9	57	22	13	(23)	
	W	19	30	49	3	(37)	*
	Total	15	40	38	7	(60)	
BB (>90%B)	B	10	57	33	0	(21)	
	W	43	33	24	0	(21)	*
	Total	26	45	29	0	(42)	
TOTALS	B	12	57	27	5	(86)	
	W	34	31	34	1	(139)	**
	Total	25	41	31	3	(225)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
DD	B	17	50	33	0	(6)	
	W	31	39	31	0	(13)	NS
	Total	26	42	32	0	(19)	
DB	B	0	50	50	0	(4)	
	W	13	38	46	4	(24)	NS
	Total	11	39	46	4	(28)	
WB	B	0	22	59	19	(32)	
	W	23	48	30	0	(44)	**
	Total	13	37	42	8	(76)	
BB (<80%B)	B	27	32	41	0	(22)	
	W	19	30	46	5	(37)	NS
	Total	22	31	44	3	(59)	
BB (>90%B)	B	38	38	10	14	(21)	
	W	33	48	19	0	(21)	NS
	Total	36	43	14	7	(42)	
TOTALS	B	18	32	40	11	(85)	
	W	22	40	35	2	(139)	*
	Total	21	37	37	5	(224)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Type of School	Race	Percents of Responses: Very dissat-isfied	Quite dissat-isfied	Quite satis-fied	Very satis-fied	Total No. of Resps.	Signif.[1]
DD	B	17	33	17	33	(6)	
	W	31	15	54	0	(13)	NS
	Total	26	21	42	11	(19)	
DB	B	25	25	50	0	(4)	
	W	8	29	50	13	(24)	NS
	Total	11	29	50	11	(28)	
WB	B	3	13	53	31	(32)	
	W	7	26	45	21	(42)	NS
	Total	5	20	49	26	(74)	
BB (<80%B)	B	4	13	65	17	(23)	
	W	5	27	57	11	(37)	NS
	Total	5	22	60	13	(60)	
BB (>90%B)	B	9	27	46	18	(22)	
	W	25	30	40	5	(20)	NS
	Total	17	29	43	12	(42)	
TOTALS	B	7	18	52	23	(87)	
	W	12	27	49	13	(136)	NS
	Total	10	23	50	17	(223)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Type of School	Race	Percents of Responses: Very dissatisfied	Quite dissatisfied	Quite satisfied	Very satisfied	Total No. of Resps.	Signif.[1]
DD	B	14	43	43	0	(7)	
	W	8	39	46	8	(13)	NS
	Total	10	40	45	5	(20)	
DB	B	75	0	25	0	(4)	
	W	13	42	33	13	(24)	*
	Total	21	36	32	11	(28)	
WB	B	6	41	47	6	(32)	
	W	23	30	41	7	(44)	NS
	Total	16	34	43	7	(76)	
BB (<80%B)	B	30	39	26	4	(23)	
	W	14	42	36	8	(36)	NS
	Total	20	41	32	7	(59)	
BB (>90%B)	B	14	52	29	5	(21)	
	W	43	43	14	0	(21)	NS
	Total	29	48	21	2	(42)	
TOTALS	B	18	41	36	5	(87)	
	W	20	38	35	7	(138)	NS
	Total	20	39	35	6	(225)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

24. In general, how would you describe your own experience at this school?

Type of School	Race	Percents of Responses: Very bad	Bad	So-so	Good	Very good	Total No. of Resps.	Signif.[1]
DD	B	0	0	29	57	14	(7)	
	W	0	8	15	69	8	(13)	NS
	Total	0	5	20	65	10	(20)	
DB	B	0	0	0	75	25	(4)	
	W	0	13	25	50	13	(24)	NS
	Total	0	11	21	54	14	(28)	
WB	B	0	3	22	50	25	(32)	
	W	5	10	38	33	14	(42)	NS
	Total	3	7	31	41	19	(74)	
BB (<80%B)	B	0	17	13	48	22	(23)	
	W	3	3	13	61	21	(38)	NS
	Total	2	8	13	56	21	(61)	
BB (>90%B)	B	0	0	38	48	14	(21)	
	W	5	10	33	38	14	(21)	NS
	Total	2	5	36	43	14	(42)	
TOTALS	B	0	6	23	51	21	(87)	
	W	3	8	26	48	15	(138)	NS
	Total	2	7	25	49	17	(225)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

25. What kind of school would you prefer to teach in?

Type of School	Race	Percents of Responses: All white students	Mostly white students	Half black students, half white students	Mostly black students	All black students	Total No. of Resps.	Signif.[1]
DD	B	0	0	83	17	0	(6)	
	W	13	25	63	0	0	(8)	NS
	Total	7	14	71	7	0	(14)	
DB	B	0	25	75	0	0	(4)	
	W	5	35	60	0	0	(20)	NS
	Total	4	33	63	0	0	(24)	
WB	B	4	7	82	4	4	(28)	
	W	3	31	66	0	0	(32)	NS
	Total	3	20	73	2	2	(60)	
BB (<80%B)	B	0	0	96	0	5	(22)	
	W	4	22	67	7	0	(27)	*
	Total	2	12	80	4	2	(49)	
BB (>90%B)	B	0	0	75	20	5	(20)	
	W	6	6	53	24	12	(17)	NS
	Total	3	3	65	22	8	(37)	
TOTALS	B	1	4	84	8	4	(80)	
	W	5	25	63	6	2	(104)	**
	Total	3	16	72	7	3	(184)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Type of School	Race	Percents of Responses: Very poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Signif.[1]
DD	B	0	0	40	40	20	(5)	
	W	8	17	33	42	0	(12)	NS
	Total	6	12	35	41	6	(17)	
DB	B	25	25	0	50	0	(4)	
	W	0	28	44	28	0	(18)	NS
	Total	5	27	36	32	0	(22)	
WB	B	4	33	30	30	4	(27)	
	W	6	0	69	23	3	(35)	**
	Total	5	15	52	26	3	(62)	
BB (<80%B)	B	5	14	50	27	5	(22)	
	W	3	13	56	25	3	(32)	NS
	Total	4	13	54	26	4	(54)	
BB (>90%B)	B	0	21	53	26	0	(19)	
	W	0	19	44	31	6	(16)	NS
	Total	0	20	49	29	3	(35)	
TOTALS	B	4	22	40	30	4	(77)	
	W	4	12	54	27	3	(113)	NS
	Total	4	16	48	28	3	(190)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

29. There is a greater amount of fighting than before desegregation.

Type of School	Race	Percents of Responses: Yes	No	Total No. of Resps.	Signif.[1]
DD	B	0	100	(5)	
	W	15	85	(13)	NS
	Total	11	89	(18)	
DB	B	33	67	(3)	
	W	54	46	(24)	NS
	Total	52	48	(27)	
WB	B	37	63	(30)	
	W	47	54	(43)	NS
	Total	43	58	(73)	
BB (<80%B)	B	9	91	(22)	
	W	32	68	(37)	NS
	Total	24	76	(59)	
BB (>90%B)	B	16	84	(19)	
	W	13	87	(15)	NS
	Total	15	85	(34)	
TOTALS	B	22	79	(79)	
	W	37	63	(132)	*
	Total	31	69	(211)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were significant at the .01 level.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

30. Teachers of different races are learning to work well together.

Type of School	Race	Percents of Responses: Yes	No	Total No. of Resps.	Signif.[1]
DD	B	100	0	(4)	
	W	91	9	(11)	NS
	Total	93	7	(15)	
DB	B	67	33	(3)	
	W	79	21	(24)	NS
	Total	78	22	(27)	
WB	B	69	31	(29)	
	W	68	32	(41)	NS
	Total	69	31	(70)	
BB (<80%B)	B	64	36	(22)	
	W	71	29	(34)	NS
	Total	68	32	(56)	
BB (>90%B)	B	72	28	(18)	
	W	77	24	(17)	NS
	Total	74	26	(35)	
TOTALS	B	70	30	(76)	
	W	74	26	(127)	NS
	Total	72	28	(203)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school.

33. There are very tense relationships between black and white students.

Type of School	Race	Percents of Responses: Yes	No	Total No. of Resps.	Signif.[1]
DD	B	0	100	(5)	
	W	15	85	(13)	NS
	Total	11	89	(18)	
DB	B	67	33	(3)	
	W	17	83	(23)	NS
	Total	23	77	(26)	
WB	B	23	77	(31)	
	W	23	77	(44)	NS
	Total	23	77	(75)	
BB (<80%B)	B	16	84	(19)	
	W	20	80	(35)	NS
	Total	19	82	(54)	
BB (>90%B)	B	0	100	(17)	
	W	17	83	(12)	NS
	Total	7	93	(29)	
TOTALS	B	16	84	(75)	
	W	20	80	(127)	NS
	Total	18	82	(202)	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

Differences among the types of schools (based on a chi square test) were not significant.